

Guidelines for GLOBE Program Implementation by U.S. Partners 2002-2003

OVERVIEW

What are the goals of the GLOBE Program?

The GLOBE Program is a hands-on science and education program that unites students, teachers, and scientists from around the world in study and research about the dynamics of Earth's environment. Over a million GLOBE students in more than 12,000 schools located in 100 countries are taking important environmental measurements, using their data in their own research and also making it available to scientists around the world.

The goals of the GLOBE program are:

- To enhance the environmental awareness of individuals worldwide.
- To increase scientific understanding of the Earth.
- To improve student achievement in science and mathematics.

How is the GLOBE Program put into operation?

GLOBE is an interagency program of the National Aeronautics and Space Administration, National Science Foundation, and the Department of State. Program administration and policy formulation occur through the GLOBE Headquarters Office in Washington, D.C. Implementation of GLOBE in the US depends upon the efforts of more than 100 state and local partner organizations throughout the country. Through Train-the-Trainer and Implementation workshops, the Headquarters Office provides partner organizations with the training and guidance they need to recruit, train and nurture teachers in their chosen area of service. GLOBE Partners then create Teacher Training workshops to provide hands-on training to teachers in GLOBE's measurement protocols and in the other aspects of GLOBE. GLOBE trained teachers instruct their students in the methodology for collecting, recording, reporting, and using GLOBE data. GLOBE students carry out investigations, gather corresponding data and input this information into the GLOBE database using the Internet and either the Web or e-mail. The database then serves as a permanent record of environmental data that can be accessed by students and scientists for analysis and study.

What types of data do GLOBE students collect?

Investigation areas in which students collect data are: atmosphere, hydrology, soil, land cover/biology, and phenology. Students use global positioning system (GPS) receivers to accurately locate all sites where they collect data. There are several measurements conducted under each investigative area. Each GLOBE measurement is part of an ongoing scientific investigation selected through the National Science Foundation's peer review process. Scientists have developed measurement protocols and instrument specifications to ensure that the data collected by the students are accurate and consistent. The scientists also continually review GLOBE data reports in the archive for quality control purposes.

What is the role of a GLOBE U.S. Partner?

GLOBE achieves its goals through a network of public and private non-profit and governmental organizations that have agreed to participate. These GLOBE “Partners” have three main responsibilities. First, they recruit teachers into the program. Second, they provide training for these teachers so that they may teach students to carry out GLOBE investigations and data collection in a consistent and accurate manner agreed upon by the international environmental science community. Third, they provide teachers and schools the support and guidance they need to ensure the sustainability and growth of the program in the years to come.

What benefits does an organization gain by becoming a GLOBE U.S. Partner?

By enrolling in GLOBE, Partner organizations are able to meet a variety of educational and community based objectives related to citizen participation, community cooperation, economic development, conservation and natural resources management, land-use planning, public education, and sustainable development. Partners receive training in the GLOBE science protocols followed by students as well as GLOBE program implementation strategies. Partners are also provided a kit of educational materials to distribute to teachers they have trained. As part of the GLOBE Partner network, organizations become linked with over 150 other organizations with various educational, environmental, and community development charters. Through e-mails, GLOBE workshops and GLOBE annual meetings, organizations become familiar with the strategies and ideas that other organizations use to realize their objectives and implement their programs, including GLOBE.

What contributions can an organization make to education by becoming a GLOBE Partner?

By Participating in GLOBE, Partner organizations become part of a global effort to increase the scientific understanding of Earth. GLOBE allows teachers and students to participate in actual science investigations led by professional scientists. Partners can help foster this link between these students and the science community. Through participation in the program, students contribute their data to actual scientific research. These research-quality data are also particularly appropriate for use in student investigations of their surrounding environment. This approach parallels a new vision for science education that is emerging throughout the world in which students engage in science learning that is authentic and patterned after the methods that scientists use. The GLOBE Program is a constructivist teaching and learning model that allows students to perform science to acquire understanding. It allows students to develop thinking processes through questioning and the pursuit of answers about the physical environment in which they live. Finally, the GLOBE Program allows students to be part of a collaborative learning community investigating authentic, real-life issues.

START-UP

What types of organizations may become GLOBE Partners?

Any nonprofit or governmental organization whose goals and values will be enhanced by incorporating GLOBE activities is invited to become a GLOBE Partner. Present Partnerships include a variety of organizations including universities, school districts, and research centers. All of these organizations involve educators, scientists and technologists in performing GLOBE training and mentoring. Partners also have relationships with local education authorities and schools in their service areas to ensure effective recruiting and nurturing of GLOBE schools.

Who is the POC for organizations interested in becoming GLOBE Partners?

Organizations interested in becoming GLOBE Partners should contact the Director for U.S. Partnerships at GLOBE Headquarters:

Dr. Carol Conroy

(202) 501-3200

cconroy@globe.gov

She connects interested persons with a member of the GLOBE U.S. Partner Support Team who then takes an organization through the process of becoming a GLOBE Partner.

What are the steps involved in establishing a Partnership with the GLOBE Program?

- 1) Interested organizations contact the Director for U.S. Partnerships. Together, they determine whether GLOBE fits the organization's goals and objectives. Potential Partner organizations are then assigned a Partner Support Liaison.
- 2) Interested organizations prepare a formal letter to GLOBE offering to enter into a partnership with GLOBE. GLOBE Partner Support Team members assist organizations in drafting their letters. Letters are sent to GLOBE Headquarters for review and approval.
- 3) Approved organizations are sent a formal letter from GLOBE accepting the offer of a partnership between the GLOBE Program and the organization and outlining the responsibilities and activities entailed by the partnership. This exchange of letters constitutes the Partnership Agreement between GLOBE and a US Partner. The organization also provides GLOBE Headquarters with the contact information for a *Partner Coordinator* and a *Training Point of Contact*. The organization becomes a GLOBE Partner upon receipt of the acceptance letter and contact information.
- 4) New Partner organizations are entered into the database of current U.S. Partners. Partners are provided an ID that allows them to access information on the GLOBE Website. Partners are also added to the GLOBE Partner listserv.
- 5) With the assistance of their assigned GLOBE Partner Support Liaisons, the Partner Coordinators and Training Points of Contact enroll in "Partner Implementation" and

“Train-the-Trainer” workshops. Partners also establish “Training Teams” and arrange for them to attend “Train-the-Trainer” workshops as well.

- 6) New Partners begin working with their assigned GLOBE Partner Support Liaisons to recruit teachers, create training workshops for teachers, and develop systems to nurture the teachers’ GLOBE implementations following training.

How long can an organization remain a GLOBE Partner?

Partnership agreements between organizations and GLOBE are for three years with the option of renewal. After three years, the terms of the agreement are reviewed and may be revised upon mutual agreement. Participation in the GLOBE program is voluntary and partners or the GLOBE Program may suspend agreements at any time upon written notice.

PARTNER FACILITATORS

What is the role of a Teacher Trainer?

Teacher Trainers are responsible for hands-on instruction of teachers in the mechanics of the GLOBE measurement protocols. Teacher Trainers are selected according to their backgrounds and experiences in science and environmental education. For example, they may already be a trained and practicing GLOBE teacher, a trained scientist, or they may have worked in an environmental monitoring program. Most important to their selection is that they are able to properly instruct teachers in the procedures and instruments involved in taking measurements for any GLOBE protocol they train. Teacher Trainers play a critical role in assuring the scientific validity of GLOBE measurement data that the GLOBE students collect. Individual Teacher Trainers usually focus on one investigation area and group of protocols but may sometimes instruct in multiple areas. Individual Teacher Trainers specializing in one investigation area work with other Teacher Trainers specialized in other investigation areas to create Training Teams able to instruct teachers in all the investigation areas.

What is the role of a Partner Coordinator and a Partner Training Point-of-Contact?

In order to implement GLOBE, each Partner Organization selects a **Partner Coordinator** and a **Partner Training Point-of-Contact**. The responsibilities of these jobs may be carried out by the same person or shared by two different people, depending on the resources of the organization. In general, the **Training Point-of-Contact** is responsible for recruiting qualified people to be Teacher Trainers on “Training Teams.” This person also works with GLOBE headquarters to schedule the training workshops the Partnership “Training Team” members must attend to become certified GLOBE Teacher Trainers. In order to implement GLOBE, each Partner Organization also selects a **Partner Coordinator** for the day-to-day management, oversight and facilitation of the GLOBE Program in their region. This person recruits teachers from their area into the GLOBE Program. After the Partner Training Point-of-Contact has selected a team of Teacher Trainers, the Partner Coordinator creates a “Teacher Training” workshop to train interested teachers the GLOBE protocols they will instruct their students to carry out. Partner Coordinators also assist teachers and schools in the acquisition of resources they need to carry out GLOBE activities. They certify that teachers have been trained by entering their names and schools into the GLOBE database of teachers on the GLOBE Website. Partner Coordinators keep schools and teachers up-to-date on program matters, answer their questions, and address their concerns as well.

What training does the GLOBE Program offer Partner Coordinators, Partner Training Points-of-Contact and Teacher Trainers?

New GLOBE Partner Coordinators, Partner Training Points-of-Contact and Teacher Trainers are invited to attend “Train-the-Trainer” workshops to learn the skills necessary for implementing GLOBE protocols. Partner Coordinators are also invited to “Partner Implementation” Workshops to learn about the best practices and strategies for recruiting teachers, creating training workshops for teachers, implementing GLOBE activities in the classroom, and mentoring teachers enrolled in the GLOBE Program.

RECRUITING TEACHERS

How do Partners advertise the GLOBE program to schools and teachers?

Partners can use a number of strategies to recruit teachers into the GLOBE Program. One source is school administrators, such as Principals and Curriculum Coordinators. They work with Partners to enroll teachers from their schools into the program. Another source is teachers already enrolled in GLOBE. These teachers know the program and can encourage other teachers to enroll. Partners may also work with Science Advisors or Researchers who train teachers. Another strategy is to present GLOBE at conferences or organizational meetings.

To what extent should partners involve school principals in GLOBE activities?

Historically, schools that have successfully implemented the GLOBE Program and have a high recording rate of data on the GLOBE database have had strong administrative support and involvement. Administrators who are familiar with the GLOBE Program and the educational benefits it provides to students are more willing to grant the financial and logistical support teachers need to be trained in the GLOBE protocols.

What qualifications must a teacher have to participate in GLOBE?

The GLOBE Program is available to any Kindergarten through Twelfth grade teacher. There are no prerequisites for teachers interested in the Program. GLOBE provides Partners with Teacher's Guides for the teachers they train. These guides provide the necessary science background information teachers need to teach the protocols and learning activities to complement the taking of data.

How many teachers should Partners train per year?

There is no fixed number of teachers that Partners should train per year. The number of teachers trained depends on the resources available to a Partner and their ability to recruit teachers, schedule, plan and execute training workshops, and provide the crucial support teachers need when they are new to the Program and in the preliminary stages of classroom implementation. Partners are recommended to start small and provide quality service to the teachers they have enrolled. As new GLOBE teachers gain familiarity with the Program, they will become increasingly independent and Partners will have more time available to train new teachers. Most data collected by GLOBE students increases in value as the data are collected year after year, so a sustained implementation by schools and partnerships is preferred to an unsustainable pulse of participation.

How many teachers should a Partner enroll from one school?

It is suggested that Partners recruit more than one teacher from each school. Partners may decide to recruit teams of teachers. As a team, teachers can share the work of implementing the program in their school. Measurements from different investigations can be spread across classes and grade levels as appropriate. GLOBE will have a better chance of success if a mutually-supportive team is created that can share ideas, brainstorm and plan together, and help each other surmount any obstacles that arise.

One team approach is to divide the labor among teachers according to investigation topic areas – atmosphere, hydrology, soil, and land cover/biology. The inclusion of a technology teacher for facilitation of data entry and data use activities can also be helpful. The team approach better ensures the survival of the Program at a school when a GLOBE teacher leaves because the other GLOBE teachers can work together to fill the gap and recruit a new teacher to the program.

How many schools should Partners service?

Partners should implement GLOBE in as many schools as their resources permit. GLOBE values all partners, even those who service only one school or one school district. Experience shows that nurturing a school in GLOBE is a multi-year process and often benefits from visits to the school and teachers' classrooms. Partners staffed at a level of one full time equivalent or less should plan on servicing 10's of schools initially.

Should Partners limit the GLOBE Program to just schools?

No. Due to its accessibility and powerful contributions to education and community development, the GLOBE program is broadening beyond elementary, middle and secondary schools to include community colleges, universities, community members, and senior citizens. GLOBE has always been appropriate for implementation by youth groups and informal education venues such as museums, parks, and nature centers. Partners are encouraged to enroll any organization they see fit to carry out the goals of the Program and their own organization. While a teacher, working with a group of students for a semester or school year, can train students and then rely on them to take measurements without constant supervision, those dealing with ever changing groups of students must supervise all measurement activities to ensure correctness.

TEACHER TRAINING WORKSHOP MECHANICS

What process must a Partner go through before creating a Teacher Training workshop?

- 1) Partner Coordinators and Training Points-of-Contact attend a Train-the-Trainer workshop and an “Implementation” workshop sponsored by GLOBE Headquarters.
- 2) Partner Coordinators and Training Points-of-Contact select candidates to be Teacher Trainers for the Teacher Training workshops they will create. Only certified GLOBE trainers can be responsible for training teachers in the GLOBE protocols.
- 3) Partner Coordinators and/or Training Points-of-Contact work with their assigned Partner Liaisons from GLOBE Headquarters to enroll the Teacher Trainers they have selected into a Train-the-Trainer workshop sponsored by GLOBE Headquarters.
- 4) Partners recruit teachers and schools into the GLOBE Program
- 5) Partners plan a Teacher Training workshop in which Teacher Trainers train newly recruited teachers the methodology for implementing GLOBE protocols and activities in the classroom.

After a Partner has been trained, how long before they offer their first Teacher Training workshops?

Partners are encouraged to offer Teacher Training workshops within six months after they themselves have attended the Train-the-Trainer and Implementation workshops.

What administrative and logistical details must a Partner consider when planning a Teacher Training workshop?

1. **Facilities** (*Where should Partners offer workshops?*) Workshops should be given in locations convenient to the Partners, the Trainers, and the teachers attending. Workshop facilities need adequate indoor lab space.
2. **Study Sites** (*What activities will be done outdoors?*) Protocol training requires adequate outdoor locations to complete the investigations.
3. **Computer/Telecommunications Systems** (*What computer activities are involved?*) Computer facilities are needed for the data-recording segment of the workshop.
4. **Equipment and Supplies** (*What equipment and supplies are needed to carry out the workshops?*) At no cost, GLOBE provides each participant in a GLOBE sponsored Teacher Training workshop a teacher’s kit (which includes the GLOBE Teacher’s Guide, a cloud chart, protocol videos, and other educational resources)

and a school ID. These materials are provided to the Partner after they have registered their workshop with GLOBE. Partners purchase instrument kits that meet GLOBE specifications for the Teacher Trainers to use to carry out the protocol investigations.

5. **Workshop Agenda (*What activities should be offered in a workshop?*)** The agenda should include an introduction to the GLOBE Program, the teaching of protocols in one or more investigation areas, recording data on the GLOBE Web page, question and answer sessions, and meals and breaks.
6. **Workshop and Teacher Registration (*Where should workshop be advertised?*)** Partners create workshops and update workshop information on the GLOBE Web administration pages. After they have entered the location, dates, and participants involved in the workshop, they will be sent School ID's for teachers who complete the workshops to access the GLOBE Web pages in order to enter data and send GLOBEMail.
7. **Workshop Dates (*When should Partners offer workshops to teachers?*)** Partners may conduct workshops in single sessions or multiple sessions. For example, they may have all the protocols taught in a five-day segment or they may break the workshop down into shorter one-day workshops that teach the protocol investigation areas one at a time. Workshop dates and agendas vary according to the Partner's and teachers' needs. They may be offered during the week or as weekend workshops. Workshops may be offered during the summer or during the school year. Some Partners may choose to offer workshops during scheduled in-service or pre-service school days.

How many workshops should Partners hold per year?

Partners may offer as many workshops as their resources will allow. It is recommended that partners start small to guarantee the sustainability of the program. Teachers who have participated in workshops often need follow-up support implementing the Program in their classrooms. Only after these teachers are implementing the Program should a Partner begin to recruit more teachers and plan for more workshops.

Can a Partner offer workshops that update teachers previously trained?

Partners may offer refresher workshops that update previously trained teachers with any changes in protocol investigations. Partners may also offer advanced protocol training for the more difficult investigations.

Should Partners have teachers evaluate the workshops they offer?

Partners may decide to have teachers evaluate the workshops they offer. Partners can access a template for evaluating Teacher Training workshops on the GLOBE Web site.

Does a teacher have to be trained in all investigation areas to be considered GLOBE certified?

Some teachers may want to learn all the protocols for each investigation area. Other teachers may want to learn only specific protocols that they can integrate into their curriculums. A teacher need only to be trained in one protocol to be considered GLOBE certified and be able to participate in the Program. This training should include

conducting the measurement in a hands-on manner, data collection and data reporting for the protocol so that the teacher fully understands the processes and procedures involved.

How many teachers need to be GLOBE trained in order for a school to be considered a GLOBE school?

Only one teacher from a school needs to be GLOBE trained in order for the school to be considered a GLOBE school. *However, Partners and schools are encouraged to train more than one teacher for support and sustenance of the Program.*

Can teachers receive certification credits for the GLOBE training they receive?

Partners need to make the appropriate arrangements if teachers are to receive accreditation credits for the training they receive in a GLOBE Teacher Training workshop. The rules that determine whether a teacher can receive credit for GLOBE workshops vary by state. Partners are encouraged to contact the Department of Education for their respective states to determine the regulations governing accreditation and certification.

What types of assistance do Partners provide teachers and schools in obtaining the instruments needed for taking measurements?

The assistance Partners provide teachers and schools for obtaining instruments depends upon the resources available to them. Administratively, Partners are encouraged to guide teachers through vendor catalogs to determine the types of instruments they need for the protocols they are interested in teaching. Financially, Partners may apply for grants that provide the funds needed to buy schools instruments. GLOBE Headquarters will write support letters for Partners applying for such grants.

To what extent should a partner include protocol instrument vendors in their workshops?

GLOBE does not endorse any particular vendor for the instruments needed to carry out the investigations. The GLOBE Website maintains a list of suppliers that manufacture instruments according to GLOBE specifications. Partners decide themselves whether they want to invite a vendor to a workshop to advertise and assist teachers in obtaining the instruments they need.

PROGRAM EVALUATION FOR TEACHERS AND SCHOOLS

How can a Partner monitor the participation of a teacher or school they have trained?

Teachers who include the GLOBE protocols in their classrooms have students record the data for the investigations they conduct onto the GLOBE database through the GLOBE website. Each piece of data is recorded under the name and location of the school, thereby creating a permanent record of participation. Partners can access this database to see the rate at which the schools they have recruited into the Program are inputting data into the database.

How do Partners honor/reward teachers or schools that have high participation?

Partners may choose to honor schools or teachers with certificates. Certificates can be downloaded from the GLOBE Website or Partners may create their own. The GLOBE Chief Scientist acknowledges the data collection achievements of GLOBE students and their schools through the Chief Scientist's Honor Roll. The Honor Roll is announced every two months under the GLOBE Stars page of the GLOBE website. Making the Honor Roll is based on a review of each school's GLOBE data reporting. Where data reporting meets established criteria, the GLOBE school will be listed on one or more of the individual Honor Rolls. The criteria define combinations, sampling frequencies, and amounts of data collection that are particularly helpful for scientific research. Schools reporting many observations are also recognized.

PROGRAM EVALUATION FOR PARTNERS

Are Partners assessed?

The agreement that organizations sign to become GLOBE Partners states their commitment to recruiting, training, and supporting teachers participating in the Program. GLOBE Headquarters will periodically examine a Partner's activity by looking at the number of workshops a Partner offers, the number of teachers a Partner supports and the extent to which schools a Partner services are reporting data. GLOBE Headquarters will also interview Partners to identify training and workshop information not reported on the GLOBE database. This examination is NOT meant to be an evaluation, but rather an appraisal of implementation strategies and Partner support activities. Partners' participation in these assessments is critical to identifying the best practices and methods for implementing the GLOBE Program.

How are Partners rewarded for their performance?

Partners who have strong participation in the Program are periodically sent letters of appreciation for their support of GLOBE. These partners are also asked for their advice and expertise in helping other Partners develop optimum practices for Program implementation. In addition, they are invited to participate or present in special workshops and meetings that address GLOBE Program needs.

What happens to partners who are not active participants in the GLOBE program?

Partners who are not active in the Program may request to be removed from the GLOBE database. When agreements between GLOBE and a Partner organization expire, the Headquarters office will contact the Partner to determine their interest in continuing with the Program. Inactive Partners can reactivate their agreements at any time. Inactive Partners are encouraged to contact the Headquarters office so that their needs for participation can be addressed.

FUNDING

What expenses will a Partner encounter in implementing the GLOBE Program?

Partner expenses for implementing GLOBE vary according to the goals and objectives of the organization. Some organizations offer GLOBE as part of their operations while for other organizations, GLOBE is an external activity. For some organizations, the cost of implementing GLOBE is absorbed into the operating costs of the organization, while others pay for GLOBE activities with external grants and funding. Some organizations have staff implementing GLOBE full-time, while for others it is a part-time task. A general cost estimate for a partner to train a Teacher Training team, offer one Teacher Training workshop a year, and provide follow-up support for teachers is \$50,000. This cost includes funding for staff (probably part-time), office space, clerical needs, logistical support, and communications.

What sources of funding are available to support Partners?

In order to support GLOBE activities, Partner organizations apply for funding from federal and state governments, and private corporations, foundations, and businesses. Federal agencies that provide funding to Partners for GLOBE activities include the U.S. Dept. of Education, NSF, NASA, and EPA. State grants include Eisenhower Fund Grants and State Departments of Education, Environment, or Natural Resources. Sources for funding information include the Foundation Center, the Taft Group, and the Council on Foundations.

Should a Partner charge teachers to participate in the Teacher Training workshops they sponsor?

Partners may decide to offset some of their costs for conducting Teacher Training workshops by charging teachers a fee to participate. Partners may not charge teachers for materials or any other resources supplied by the GLOBE Program. Workshop promotions and registration materials must note that there are no charges for GLOBE-supplied materials.

What expenses will a school encounter in implementing the GLOBE Program?

A school will encounter a number of costs to implement GLOBE. Each teacher that intends to use GLOBE in the classroom will need to be trained in a Teacher Training workshop. If the workshop is held during the school day, then a school will probably have to pay a substitute. Some Partnerships may charge a fee for each teacher enrolled in the workshop. There is also the cost of equipment for each GLOBE protocol implemented in the classroom. A complete basic kit that allows a school to carry out all the basic protocols in each investigation area costs around \$500. Equipment for all advanced protocols costs an additional \$500. Schools may opt to buy equipment for only a select subset of the protocols thereby lowering the costs of implementation. Schools may also construct their own instrument shelters to save money (roughly \$100 of the basic instrument cost).

There are educational and implementation reasons to own more than one copy of certain instruments. Schools with more resources may also opt to use automated measurement systems for some data collection in accordance with various optional protocols. Freeing students from daily data collection duties may help fit GLOBE into curriculums and busy student schedules.

What sources of funding are available to schools?

The same sources of funding are available to schools as are available to partners. Also, community and parent support may be required to enable practical implementation of some measurement and data use strategies.

COMMUNICATION

Who is the POC for questions and help with GLOBE program implementation?

When an organization becomes a GLOBE Partner, it is assigned a U.S. Partner Support Liaison at GLOBE Headquarters. This person assists the Partner in all stages of GLOBE implementation. The Liaison communicates with Partners on a regular basis to provide information about existing support mechanisms and to offer assistance. Together, the Partner and Liaison identify goals and strategies for GLOBE implementation. Partners can also contact the GLOBE Help Desk (help@globe.gov) with their questions or comments about the Program.

How can a Partner communicate with other Partners?

After an organization becomes a GLOBE Partner, they are added to the GLOBE U.S. Partner database. This database can be accessed through the GLOBE Website and the contact information of other partners can be found. Partners should feel free to contact other Partners for information and idea sharing. Partners are also added to the GLOBE U.S. Partners listserv. Partners can use the Listserv if they want to address the entire GLOBE U.S. Partners network. Another means of communication is through periodic web chats that address various aspects of GLOBE implementation.

Do Partners have meetings?

GLOBE holds an annual conference for Partners, scientists and educators to share collaborative activities, best practices and the rewards and challenges of the Program. These meetings allow Partners to develop new strategies and plans for implementing GLOBE. Partners may also decide to hold regional meetings to discuss program initiatives with Partners in their areas.

Are there monthly bulletins or mailings specifically for Partners?

Partners work with their Liaisons to create monthly e-mail bulletins for their regions. These bulletins are designed to share ideas and recognize various practices and strategies Partners use to implement the Program. Partners will also receive periodic messages from GLOBE Headquarters updating them on the latest policies and procedures.

How does a Partner promote the GLOBE Program to the community?

Partners and schools can accrue strong public credit for conducting GLOBE workshops by inviting local news media and public officials to “Train-the-Trainer” and “Teacher Training” workshops. Invites can go to a local Member of Congress or US Senator, a school district or university major domo, mayor or others. The invite should extend to a member of the official's staff in case the official might not be able to make the event him/herself.